



Dakota TESL Newsletter

A Message from the Acting President

By Dr. Dennis Sjolie

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Greetings!

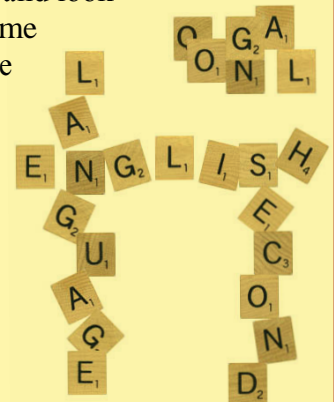
Dakota TESL has been “away” for a while. Nearly three years, as a matter of fact. Much has changed since the organization’s officers last met in June 2004: some former officers have “moved on” with their lives; others have left to face new challenges and demands elsewhere. We wish those folks nothing but the best and thank them for their contributions and, in many cases, their kind assistance with Dakota TESL’s revival.

Now, Dakota TESL is back, most eager to establish contacts, build bridges, and serve as the organization its initial planners envisioned. Ours is a challenging field. A rapidly changing field. A field of perpetual expectation, demand, excitement, creativity, and potential. Ours is a stressful field, and the support of colleagues is vital. We need to network and establish relationships with other dedicated ESL/EFL professionals in order to share victories, discuss the “less than successful,” plan, develop or “re-envision” ideas and strategies, and – yes – even revitalize and re-energize our teaching.

One thing I have always said about our field: we are limited only by our own creativity, insight, and energy. Dakota TESL can be a source of support: a sounding board ringing with the exuberance of its members, especially now, as we begin this new chapter in Dakota TESL’s legacy and look forward to a conference once again this fall. Please come join us. We cannot realize our full potential without the insight and input you have to offer.

It’s good to be back!

Dennis Sjolie
Associate Professor of English/Coordinator of ESL
University of South Dakota



2007 Dakota TESL Officers

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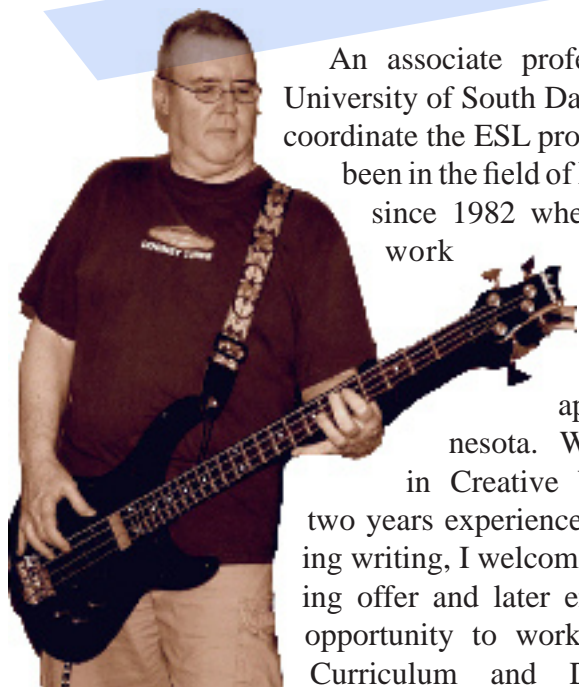
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Meet the Dakota TESL Officers

Dr. Dennis Sjolie Acting President



An associate professor at the University of South Dakota where I coordinate the ESL program, I have been in the field of ESL/TESOL since 1982 when I went to work for Berlitz

Language Centers in Minneapolis, Minnesota.

With an M.A. in Creative Writing and two years experience in advertising writing, I welcomed the teaching offer and later embraced the opportunity to work for Berlitz Curriculum and Development in Princeton, New Jersey. After

writing an ESL workbook and a series of tape scripts for Berlitz, I moved on in the late 1980s, accepting a teaching position at the University of South Dakota while completing a doctorate in Education Administration/Adult Education focused on TESOL. My dissertation addressed issues in the multi-cultural language classroom in higher education. A language consultant for schools and corporations in Japan and Taiwan, as well as assisting in ESL/TESOL matters for local public and private schools, K-12 through higher education, I am ever amazed at the opportunities our field provides and the fresh challenges waiting just around the corner. In addition to ESL/TESOL, I teach courses in Honors and Creative Writing, publish academic articles and fiction in a variety of journals, and hold down the bass guitar/keyboard position in Poison Stream, a four-piece gigging rock 'n' roll band for

aging academics.

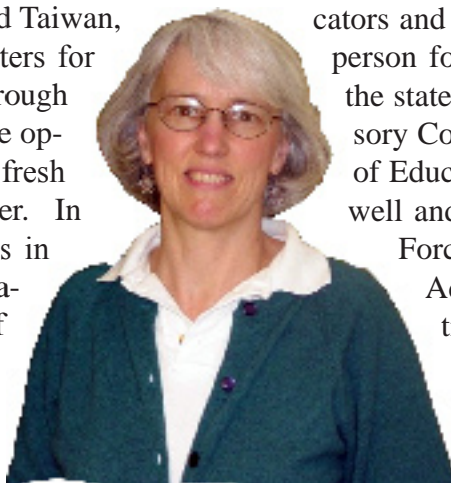
I am married, and my wife – a doctor of physical therapy – and I have a three year old son convinced he is part Spider Man and part Superman, with a dash of Popeye thrown in. Three older children from a previous marriage include a son who is a junior at USD majoring in History and/or German, and twin daughters who are graduating from high school this spring.

Missy Slaathaug President-Elect

I am pleased to be serving as the President-elect of Dakota TESL. I have been in the ESL field since 1982 and have my Master's Degree in Linguistics with a TESOL Certificate from the University of Pittsburgh in Pennsylvania. For many years in Pittsburgh I did academic prep, teaching students who were aiming at attending an American university; college level work, working with international students already enrolled in their degree programs; and working with international medical professionals in Pittsburgh from Italy on an exchange program. I worked in teacher and tutor training as well. When I moved to Pierre in 1999, I was delighted to find ESL work in adult education. It's the other end of the spectrum from college prep, and it is a wonderful challenge. Now in addition to teaching,

I offer ESL New Teaching Training for adult educators and serve as ESL Technical Resource person for adult education teachers across the state. I have served on the ESL Advisory Committee for the State Department of Education for the past several years as well and have been on the SD ESL Task Force working with the Center for Adult Education Language Acquisition (CAELA) out of Washington.

I am married with four children. My husband is a rancher/attorney/home remodeler (on our



own old house). We have two boys in college, one in high school and a 6 year old daughter in first grade. She keeps us young!

I believe so strongly in the value of creating a professional community for ESL teachers, and I am very excited to be involved with this professional organization and look forward to helping it find its wings and watching it take flight.

Ruth Krogh Secretary

I am the Director of Curriculum and Special Programs for Andes Central School District at Lake Andes, SD. A native South Dakotan, I was born and raised at White River, SD. I have worked in the field of education for 21 years. I earned a Bachelor of Science degree and a Master's degree in Elementary Education from Sinte Gleska University and taught four years at Todd County School District at Mission, SD.

I moved with my family to Grandview, Washington in 1990 where I taught for the next nine years. My students were primarily the children of migrant farm workers from Mexico. While in Washington, I earned a Master's degree in Educational Administration and a Master's degree in Special Education.

I returned to SD in 1999 and began my position at Andes Central. I have also worked as an adjunct professor for Heritage University in Washington and Ithanktonwan Community College, Sinte Gleska University, and Dakota Wesleyan University in South Dakota. I serve on the School Support Team for the Title I program for the SD State Department of Education and on the SD State Title III Advisory Board. I also serve on the advisory board for the SD School for the Blind and Visually Impaired.

My husband Jerry and I have three grown children and two wonderful grandchildren. They live in Lake Andes where they enjoy time with their horses, dogs and cats. At this time, I am pursuing a doctoral degree in Educational Administration.

Bradley N. Webster Treasurer

I was born just inside the ND line



on the ND/SD border (just north of Aberdeen) and I have been a resident of North Dakota my entire life. I graduated from Valley City State College in 1983 with a degree in English and history. My Master's degree arrived in 96 from the University of ND in Grand Forks in the area of Educational Leadership. Throughout my teaching experiences, I don't believe the need for ESL ever came up as a primary concern, but after I became a school Superintendent in Tappen, ND with its heavy migrant population, that rapidly changed. Ironically, one doesn't think of Tappen as a migrant community; however with the introduction of potatoes in the mid 90s, that changed and changed dramatically and left some of us flat and needy! Now in my 10th year as a school administrator here in Rolette, I have discovered the same need again as it relates to the Chippewa reservation and the needs of some of the families there.

I am married (2nd time is the charm) and between us, Janet and I have 5 children. Tif is a respiratory therapist in Grand Forks, Levi is a UND student majoring in science, Nic graduates this spring from LRSC in Devils Lake with a degree in auto tech. and has already been hired as a diesel mechanic at triple what his dad made 23 years ago at his first education job! Amber is a student at Bottineau College and is majoring in health and physical education, Alexandra is a sophomore here at Rolette.

I took an interest in this as a challenge to myself to capture some new knowledge - break out of my tunnel vision and hopefully make a difference. I appreciate the opportunity.

Laura Smith Hill Adult Education Representative

My name is Laura Smith Hill. I was born in Pierre, South Dakota; grew up in Northwest Iowa; went to college in Minnesota; taught in Japan and made it almost full circle – back to South Dakota. In Sioux Falls, I teach students at the Refugee and Immigration Center of Lutheran Social Services. I have enjoyed teaching our students ranging from beginning literacy to intermediate levels for the past 6 years.

In total, I have been an ESL teacher for about 9 years. After graduating with a B.A. in English (College of Saint Benedict), I taught ESL to high school girls and adult learners in Hokkaido, Japan for two years. In the middle of my Japanese experience, I studied in San Francisco to obtain a CELTA certificate – for teaching ESL to adults. Teaching language to students from other cultures is my passion. I love always having the opportunity to grow as a teacher and experiment with new things to help students find learning success.

Wendy Sanderson Secondary Education Representative

Greetings from Bismarck, North Dakota! My name is Wendy Sanderson, and I am the secondary education representative for Dakota TESL. In fact, I was appointed to the position shortly before the organization folded a couple of years ago, so I am thrilled that Dakota TESL is up and running again and I have a chance to be a part of it!

I spent nine years as an English and Spanish teacher before earning my ELL endorsement in 2005 and taking a job with Bismarck Public Schools as a middle school ELL teacher. This year, I am an academic language coach for BPS' Sheltered Journey project, a grant program for Native American LEP students that was funded by the Department of Education's Office of English Language Acquisition (OELA). In this capacity, I train teachers to use sheltered instruction techniques in their classrooms, help develop after-school tutoring and cultural programs, and encourage parental and community participation in education. I am based at Wachter Middle School, and the other Sheltered Journey coach, Melanie Bernier, is based at Bismarck High School. Together with Bill Demaree, our project director, we're feeling our way through the first year of the grant, and we've been delighted to share in a number of student success stories this year! Of course, there's much more to do, but we have four more exciting years to get it all accomplished!

Dr. Maurine Richardson Elementary Education Representative



Currently, I am a professor and Convener of Elementary Education in the Division of Curriculum and Instruction in the School of Education at The University of South Dakota. My areas of expertise are Reading, Children's and Young Adult Literature, and English as a Second Language. Before coming to the university level I taught K-12 in the public schools, mostly reading and language arts. Over the years I have had the opportunity to teach new English Language Learners at the elementary, middle and high school levels. Once I moved to the university level I taught Intensive English for New English Language Learners in the University of Tennessee system.

I have been on the faculty at USD for several years and I serve on Master's Degree Committees in the English Department focusing on research and Practices in the Teaching of Reading to New English Language Learners K-Adult. I am really looking forward to teaching that course.



I grew up in the southern part of Florida on what is considered the east coast. Some of my best friends in high school were part of the first wave of Cuban citizens to come to the United States as Castro was taking control of Cuba. Even though my friends were very knowledgeable in the English language it was not long before others started to arrive in Florida and were not versed in English. My first year of teaching was the year known as Freedom of Choice before integration actually started and I had a lot of students that were from migrant families and could not speak or even begin to function in English. These experiences led to my interest in English as a Second Language. As a result of my background and experiences, the supporting area for my Master's and Doctoral Degrees is English as a Second Language. While working on my

doctoral degree I had the opportunity to assist in the development of the English as a Second Language Teaching Certification Program.

My years of working with new English language learners have been very rewarding, no matter whether they have been first graders or graduate students. I am very excited about being part of Dakota TESOL.

If you have any questions, please feel free to contact me at Maurine.Richardson@usd.edu or (605) 677-6221

Newsletter Layout Editor

Yi-Chen (Jane) Lu

I am a graduate student at the University of South Dakota. Currently, pursuing a doctoral degree in Adult and Higher Education; this is my sixth year in South Dakota. The life style and experiences in South Dakota are extremely different from my hometown, Kaohsiung, Taiwan. However, I manage to "try to" get used to the weather here.

I have two main interests in my life, ESL and computers. While I was in Taiwan, my job was teaching English to young children 3 to 15 years old. I wanted to provide them an environment where they were not afraid to speak English; I wanted them to enjoy learning language. Therefore, I left home and came to the United States seeking further knowledge in TESOL, and I met my mentor, Dr. Dennis Sjolie, the first person who led me to the door of TESOL. In the future, I will keep working in the field of TESOL and conducting research in cultural differences and second language learning.

After I learned how to use DOS with my family's first computer when I was 11, I dreamed of becoming a computer programmer one day. However, my father believed that computers were "boys' toys," so he did not allow me to study computer science as a career. Although my father did not like me to play with computers, I still managed to learn some programs and had some fun. Now, I am a graduate assistant in InTEC (Interactive Technology in Education and Corporations), where I work with computer programs everyday and

have an assistantship. Because of Dr. Sjolie, I have had the chance to design the layout for the Dakota TESL Newsletter. I hope you will enjoy it.

Sincerely,
Yi-Chen (Jane) Lu
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Fall DAKOTA TESL CONFERENCE

Dakota TESL Hopes to be back this fall with a conference - pencil it in on your calendars sometime in the early fall. It will be in Sioux Falls this year, as the last one was in Fargo. We will be partnering with Lutheran Social Services again, and we have high hopes of putting on a professional and dynamic conference. We will keep you posted. Be sure to send in your membership forms!

Classroom Strategies for Helping English Language Learners in the Classroom

By Ruth Krogh

Understanding the struggles our monolingual students face is very helpful when searching for strategies that will help them the most in the limited learning time they have. Watching a video in the student's primary language is a great way to develop empathy for the English language learner. This approach is helpful to the teacher and also can help the English speakers in the class to understand the frustrations the monolingual student faces. An exercise of this type builds community among students and can help the English language learner be more readily accepted by the class.

Students who are monolingual are also learning a new culture. In the classroom they must pay close attention to the visual cues and social rules of that new culture as well as concentrate carefully to translate the spoken conversations and teacher instructions. At the same time they are learning new information from written text which is also in an unfamiliar language. They are then required to produce assignments in various forms during the school day to show they are mastering this information. This entire process can be very exhausting for even the most gifted student. One strategy for helping these students to continue learning throughout the day without completely shutting down is to give them "mini breaks" on a regular basis. When planning for the day, schedule tasks in such a way that an assignment requiring intense concentration on reading or written work is followed by a hands-on project. Give students frequent breaks where they can get exercise.

Assignments that are very difficult can be turned in to group projects. Team students with English speaking partners who are at the same ability level.

Give group members assignments that focus on their strengths. This will help to build the monolingual student's confidence and give the other students an opportunity to focus on that student's talents.

Allow monolingual students to complete written assignments in their primary language and then have a bilingual paraprofessional, parent volunteer or student help them to translate their work.

Have all students in the classroom keep a bilingual dictionary. When the monolingual student is learning new English words, the rest of the class can learn that word in a new language too. When the entire classroom is working together to read, write and say unfamiliar terms in both languages, a safe learning environment is established where all students feel as if they belong. That is when the most learning occurs.

Want to know more about Dakota TESL?

Visit the website:

<http://dtesl.blogspot.com/>, or

E-mail to info.dtesl@gmail.com



The Multi-Cultural Christmas Tree

By Laura Smith Hill

This winter, the Refugee and Immigration Center of Lutheran Social Services was chosen to represent the diverse cultures of South Dakota at the Capitol building in Pierre. And what more beautiful and glorious way to do it than on a Christmas tree!

Even though our students come from various religious backgrounds, many of which wouldn't use the familiar tree at home, all our students participated in sharing their stories, languages and artwork to decorate the 16 foot tree.

Students donated Asian New Year decorations, greeting cards, crocheted crafts and origami birds. Teachers facilitated classroom projects to create hundreds of decorations. One project was adorning small craft stockings with their own creative expressions. Another was writing on red and green half sheets of paper; students wrote in response to teacher prompts such as: "I like South Dakota because..."



Those were strung together with small flags and maps as garland. Some decorations featured different national languages. More advanced students wrote and typed out short autobiographies.

Here is a sampling of our students' writing, showing a range of English language abilities.

- In South Dakota I like the people. – El Salvador
- I LIKE SOUTH DAKOTA BECAUSE OF THE SAFETY AND THE PEACE. – Brazil
- IcametoAmerea becoseI weant freedom South Dakta is good - Ethiopia
- I like South Dakota because it has fresh air and good water. I like South Dakota I can make many good friends. – Ukraine
- Dear Sir, I would like to introduce myself, My name is Celina, I am Sudanese, I arrived in Sioux Falls, SD on July17/06, and I like Sioux falls, SD. Because it is a safe place, I don't have problems with any one, and I'm not afraid of any thing like in my own country, I'm not afraid of any thing like in my own country, always afraid of security at anytime I may be caught, and not freedom, But in Sioux falls SD I got afreedom of living, pray, and walking without fear. Thank you for giving me this opportunity for writing.



- Where I came from, its rain or shine.
In Sioux Falls we have your true seasons.
Snow falls in winter
Leaf flies in the falls
Sun shine on our garden in summer
And rain drop in spring./ - Japan
- I like South Dakota I like the jobs. I like South Dakota because. I like school - Ethiopia



In December, LSS staff brought this bounty to Pierre, climbed the towering ladders, and put together a multi-cultural, “multi-level” Christmas tree. The tree in Pierre was a great opportunity for students to represent themselves, tell their stories, and voice their appreciation for how the state of South Dakota has been a blessing to them.



Using Pattern Books with New Second Language Learners



By Dr. Maurine Richardson

Pattern books are a great way to introduce English to new second language learners. These books contain repeated phrases, refrains, and sometimes rhymes (Peregoy & Boyle, 2005). According to Heald-Taylor (1987) pattern books often contain pictures that will facilitate comprehension. Using a pattern book with new second language learners will allow the children to become involved in a literacy event in the new language. By using pattern books the teacher is able to provide literacy scaffolding by modeling reading aloud, challenging the students’ level of linguistic competence and assist comprehension.

The following are some recommended pattern books:

- Brown, M. (1947). Goodnight moon. New York, NY: Harper and Row.
- Carle, E. (1977). The grouchy ladybug. New York, NY: Crowell.
- de Paola, T. (1978). Pancakes for breakfast. Orlando, FL: Harcourt Brace Jovanovich.
- Emberley, B. (1967). Drummer Hoff. New York, NY: Prentice Hall.
- Fleming, D. (1993). In the small, small pond, New York, NY: Holt.
- Gag, W. (1928). Millions of cats. New York, NY: Scholastic.
- Galdone, P. (1975). The gingerbread boy. Boston, MA: Houghton Mifflin.
- Guarino, D. (1989). Is your mama a llama? New York, NY: Scholastic.
- Hogrogian, N. (1971). One fine day. New York, NY: Macmillan.
- Martin, B. (1967). Brown bear, brown bear, what do you see? New York, NY; Holt, Rinehart, and Winston.
- Martin, B. (1991). Polar bear, polar bear, what do you hear? New York, NY: Henry Holt and Company.
- Martin, B. (2003). Panda bear, panda bear, what do you? New York, NY: Henry Holt and Company.
- Root, P. (2006). Looking for a moose. Cambridge, MA: Candlewick Press.
- Rosen, M. (1989). We’re going on a bear hunt. New York, NY: Macmillan.
- Taback, S. (1997). There was an old lady who swallowed a fly. New York, NY: Scholastic.

Taback, S. (1999). Joseph had a little overcoat. New York, NY: Viking.

Once the second language learners are familiar with pattern books, they should be encouraged to write their own pattern books. When the books are finished they should be able to share their books with other new second language learners.

The main purpose of pattern books when used with second language learners is to provide immediate success with meaningful and enjoyable literacy experiences in English. Once new second language learners experience success they will continue to read the book over and over again which will reinforce vocabulary, sentence structure and comprehension of the story line.

Heald-Taylor, G. (1987). Predictable literature selections and activities for language arts instruction. *The Reading Teacher*. 41: 6-12.

Peregoy, S. F. & Boyle, O. F. (2005). *Reading, writing, and learning in ESL a resource books for K-12 teachers*. Boston, MA: Allyn and Bacon.

NOTE: LIST APPEARS IN APA FORMAT.

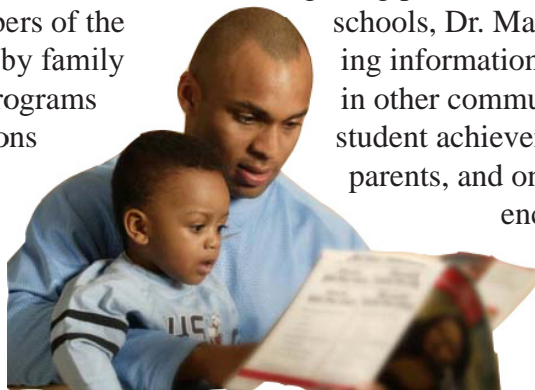
STARTING AN ESL PROGRAM FOR PARENTS OF K-12 STUDENTS

By Ryan Schamp

I was recently hired by the Vermillion School District in South Dakota to teach English as a second language to a small number of non-native speakers at all levels between K-12. Vermillion sees a steady but manageable influx of new students from other countries due to the University of South Dakota. Most of my new students had at least one parent attending or working for the university, but just as many had one parent not involved with the university. I became interested in how those parents were learning English and adjusting to their new community. The university offers many opportunities for non-natives speakers. Some of those opportunities, however, can be too expensive for all the members of the family. Often, I have been asked by family members of students if English programs are offered off-campus. The options off-campus are limited and offered sporadically. Because of this, as soon as I settled into my new job, I decided to look into beginning a program that taught

English to the parents of international students within the school district.

I had previously worked in a variety of capacities at the university teaching adult international students, and I mentioned my desire to start an adult English program to Dr. Dennis Sjolie, my former supervisor. He immediately offered his help and pledged the support of the university's English department, in the form of university graduate students in need of internship/teaching credit. Dr. Sjolie and I made some preliminary plans. First on the agenda was getting permission from the superintendent of the schools, Dr. Mark Froke. I spent a week gathering information on family programs introduced in other communities, on the positive effects on student achievement due to literacy programs of parents, and on adult ESL programs designed to encourage acclimation. I didn't get a chance to present this information to Superintendent Froke though, because he said yes to



the program after I said, "I would like to start an adult ESL program for parents of students."

Next we needed to design a curriculum. My personal philosophy for teaching adults English is that they first must become invested in the culture and involved with the community. I prefer to teach living in America as opposed to grammar. In this model, learning English almost becomes an ancillary result of learning how to shop for a car, how to watch football, or how to go to dinner at a boss's house. My adult classes tend to teach consumerism of English, so that students actively seek situations outside the classroom that will teach English. We adapted this approach for parents of Vermillion School District students. For example, we added lessons that focus on parent/teachers conferences, helping students with homework, approaching school officials with concerns, and the dynamics of the American classroom and school experience. These lessons are designed to give parents the skills to acquire English while giving them the tools to become active members of the community and active participants in their children's education.



concerned that the invited parents might eventually pressure us to provide the program to those outside the family. We decided the pilot year program must be limited to immediate family of the students. Everyone who teaches must strike a balance between what they would like to do and what their resources will allow them to do.

I write this article as if the program has been begun; however, this is not the case. We have mostly gotten organized, but I have matters yet to clarify.

Honestly, I may have been dragging my feet a little because I am hesitant to jump in with both feet. I want to make sure every detail has been decided upon before beginning. We are quickly reaching the point where we will send out invitations to parents, but before we do, I am enjoying the calm before the storm. As I have learned much from my fellow practitioners, your comments and suggestions are appreciated, and I am happy to answer any questions you might have. You can reach me at

Ryan Schamp
rschamp@usd.edu.

We have run into some problems in implementing this program. The primary concern is how to invite participants into a pilot program. Originally we planned to look through the district's student records and mark those last names appearing international. The practical problems of this approach stopped us from doing this. Next we considered asking every teacher of the district to forward names of students who may have candidate parents. Again, we decided this was not a good idea. Finally, I remembered that I had access to the names of every student who has been given ESL tutoring in the last three years. Obviously, the candidate parents had already been listed by the school district. Our next concern was defining to whom the program was open. In my university courses, I have had students ask me to allow non-students into my lessons and it's been hard to say no. I understand that lessons are expensive and often those who most need lessons are those least able to pay for them. So now, with this new program, I was

SEARCHING FOR HUTTERITE COLONIES REPRESENTATIVE

We still have no interest area representative for the Hutterite Colonies. If you or someone you know might be interested, please contact an officer. The organization could really use input from someone involved with the colonies.

ESL ONLINE RESOURCE

DLTk's Custom Bingo Cards
<http://www.dltk-cards.com/bingo/>

This is a great site that offers easy to use tools to create your own bingo games. You choose the theme or category, the size of the cards, how many different cards to print out, the format (pictures only or a mix of pictures and words), and then you print out a call sheet. It's user friendly and it's free – good for any age.

The Learning Edge
<http://thewclc.ca/edge/issue1/index.html>

This site uses a newspaper format, with stories on current events. What makes it unique is that the learner can read the same story twice - first written in a simpler format, with easier vocabulary and syntax, and then written using more complex vocabulary and grammar. It would be useful for intermediate or advanced reading students, teen or adults.

Azar Grammar Exchange
http://www.longman.com/ae/azar/grammar_ex/

For those of use who use the Azar grammar series, this is a very useful website. It has free worksheets and quizzes coordinated with the series and a grammar questions and answers forum as well.

Fun With Words
www.fun-with-words.com/mnem_example.html

A useful selection of mnemonics, including the order of planets in average distance from the sun: My Very Easy Method: Just Set Up Nine Planets (Whoops! Is Pluto no longer a planet?)

In the Classroom: a Toolkit for Effective Instruction of English Learners
www.ncela.gwu.edu/practice/itc/

NCELA's toolkit for effective instruction of English learners. Provides techniques that teachers can use in their mainstream classrooms. Divided into elementary and secondary content, school skills, home and school connection, and ideas for students with diverse needs and those who have had interrupted formal schooling. Want to use a cloze activity, but you're not sure how? This website will guide you toward implementation of many effective techniques for English language learners.

Fun Brain: Kids Center
www.funbrain.com/kidscenter.html

This site contains a variety of activities for all ages, including math games for students through eighth grade, Mad Libs, book previews, a special section of games for kids six and under, and Wendy's favorite—Grammar Gorillas!

English Vocabulary Games with Pictures
www.manythings.org/lulu

These games are great for newcomers or younger students learning to match words with pictures. Vocabulary is divided into sets of nine words, and there are seven games per set, each increasing in difficulty.

Can You Pass the Third Grade?
www.pibmug.com/files/map_test.swf

This is a fun, timed test (supposedly third grade) where students must put the names of the states onto a map of the United States. Kids and adults will love it!

Primaries Games: The Fun Place to Learn
www.primarygames.com

Your students will find lots of fun things to do on this site, including different holiday activities. Be sure to check under Language Arts for the Fowl Words game—it's a lot of fun if you don't mind chickens clucking!

Read Write Think: Lesson Plan: Flip-A-Chip
www.readwritethink.org/lessons/lesson_view.asp?id=253

This is a cool lesson plan called Flip-A-Chip for teaching suffixes, prefixes, and root words with poker chips. You can purchase a box of 100 chips for around \$3 at a discount store.

Read Write Think: Flip-A-Chip
www.readwritethink.org/materials/flip/

This is the interactive game that goes with the Flip-A-Chip lesson plan listed above. Your students will love it!



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